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AUTHOR Davies, Nina; Thorsen, Maria Z.
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ABSTRACT

This manual outlines lessons which concentrate on three areas of language study: grammatical skills, oral skills, and writing skills. Each lesson plan states the objective, the activities to be performed, the materials to be used and gives sample criteria for evaluating the student's mastery of the lesson. The grammar exercises include: sentences which the student must complete by supplying the correct grammatical form; substitution of words (for example, a future verb for a present tense one); formation of negative answers in response to questions; and formation of commands when an infinitive and a personal pronoun cue are given. The oral lessons include: monologues and dialogues for students to read aloud; directed dialogues based on previously studied vocabulary; and dictations. The writing exercises include: division of words into syllables; marking stressed syllables and putting accents on words; punctuation; writing sentences; writing paragraphs; and finding antonyms. (CFM)

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Richmond Component

SPANISH FOR SPANISH SPEAKING I

By

Nina Davies -- Helms Jr. High School

Maria Z. Thorsen -- Donner Jr. High School

Richmond Unified School District

CONTENT AREA: SPANISH FOR SPANISH SPEAKING I

I. GRAMMATICAL SKILLS

Objective: Objective No. 1

Given an incomplete written sentence in Spanish in which a noun requires a definite article, the student will complete the sentence with the correct structure.

Activities:

1. Teacher explanation
2. Oral drill based on film strip and objects in classroom.
3. Oral and written drills from textbooks
4. Explanations from textbooks

Materials: (Specific Titles)

1. Comencemos, Conrad J. Schmitt
   y Cuaderno
2. Lenguaje en Acción, #2, S. Echeverría y J. Ma. Ministral
   y Cuaderno

Evaluation:

Sample Criteria Items:

1. María estudia en _____ escuela.
2. _____ libro está en la mesa.
3. Mamá compra _____ camisas blancas.

CONTENT AREA: SPANISH FOR SPANISH SPEAKING I

I. GRAMMATICAL SKILLS

Objective: Objective No. 2

Given an incomplete written sentence in Spanish in which a noun requires an indefinite article, the student will complete the sentence with the correct structure.

Activities:

1. Oral drill based on film strips and objects in the classroom.
2. Teacher explanation
3. Oral and written drills from textbooks.
4. Explanations from textbooks.

Materials: (Specific Titles)

(See Objective 1)

Evaluation:

Sample Criteria Items:

1. Es _____ muchacho guapo.
2. Es _____ escuela moderna.
3. Veo _____ edificios altos.

CONTENT AREA: SPANISH FOR SPANISH SPEAKING I

I. GRAMMATICAL SKILLS

Objective: Objective No. 3

Given an incomplete written sentence in Spanish ending in the preposition a or de and a cue consisting of an article plus a noun, the student will complete the sentence using a contraction wherever necessary.

Activities:

(See Objective 1)

Materials: (Specific Titles)

(See Objective 1)

Evaluation:

Sample Criteria Items:

1. Pablo va a _____. Cue: (el cine)
2. Es el libro de _____. Cue: (el profesor)
3. Llama a _____. Cue: (la muchacha)

Objective: Objective No. 4

Given an incomplete written sentence and an adjective cue, the student will complete the sentence with the correct form of the adjective.

Activities:

(See Objective 1)

Materials: (Specific Titles)

(See Objective 1)

Evaluation:

Sample Criteria Items:

1. Juan y Carlos son _____. Cue: (mexicano)
2. La muchacha es _____. Cue: (guapo)
3. Son edificios _____. Cue: (grande)

CONTENT AREA: SPANISH FOR SPANISH SPEAKING I

I. GRAMMATICAL SKILLS

Objective: Objective No. 5

Given an incomplete written sentence and a possessive adjective cue, the student will complete the sentence using the correct agreement.

Activities:

(See objective __)

Materials: (Specific Titles)

(See objective __)

Evaluation:

Sample Criteria Items:

1. ¿Hablas con _____ amigos? Cue: (tu)
2. Elena es _____ prima. Cue: (nuestro)

Objective: Objective No. 6

Given an incomplete written sentence and a demonstrative adjective cue, the student will complete the sentence using the correct agreement.

Activities:

(See objective __)

Materials: (Specific Titles)

(See objective __)

Evaluation:

Sample Criteria Items:

1. _____ casas son interesantes. Cue: (ese)
2. _____ periódicos son importantes. Cue: (este)

CONTENT AREA: SPANISH FOR SPANISH SPEAKING I

I. GRAMMATICAL SKILLS

Objective:

Objective No. 7

Given a sentence in which the noun cubject is underlined, and an incomplete sentence follows, the student will substitute the correct subject pronoun in the blank space.

Activities:

(See Objective ___)

Materials:

(See Objective 1)

Evaluation:

Sample Criteria Items:

1. Maria es bonita. _____ es bonita.
2. Maria y Carmen son bonitas. _____ son bonitas.

Objective:

Objective No. 8

Given a sentence with a direct object noun underlined, the student will rewrite the sentence substituting the correct direct object pronoun.

Activities:

(See Objective 1)

Materials: (Specific Titles)

(See Objective 1)

Evaluation:

Sample Criteria Items:

1. Juan tiene el accidente. Juan lo tiene.
2. Mi madre prepara la ensalada. Mi madre la prepara.
3. Juan ve a sus amigos. Juan los ve.

CONTENT AREA: SPANISH FOR SPANISH SPEAKING I

I. GRAMMATICAL SKILLS

Objective: Objective No. 9

Given an incomplete sentence and a verb cue consisting of any previously studied regular -ar, -er, or -ir verb, the student will complete the sentence with the correct form of the verb in the present indicative.

Activities:

(See objective 1)

Materials: (Specific Titles)

(See objective 1)

Evaluation:

Sample Criteria Items:

1. ¿A quién _____ Uds? (llamar)
2. ¿Qué _____ tú? (comer)
3. Ud. y yo _____ en California. (vivir)

Objective: Objective No. 10

Given an incomplete sentence and a verb cue consisting of any previously studied irregular -ar, -er, or -ir verb, the student will complete the sentence with the correct form of the verb in the present indicative.

Activities:

(See Objective 1)

Materials: (Specific Titles)

(See Objective 1)

Evaluation:

Sample Criteria Items:

1. Ellos _____ al fútbol. (jugar)
2. Yo _____ al cine. (ir)
3. Tú _____ muchos amigos (tener)

CONTENT AREA. SPANISH FOR SPANISH SPEAKING I

I. GRAMMATICAL SKILLS

Objective: Objective No. 11

Given an incomplete sentence and a verb cue consisting of any previously studied regular -ar, -er, or -ir verb, the student will complete the sentence with the correct form of the verb in the preterit tense.

Activities:

1. Oral and written drills from Lenguaje en Acción, #2
2. Teacher explanation

Materials: (Specific Titles)

Lenguaje en Accion, #2

and Cuaderno

Evaluation:

Sample Criteria Items:

1. Yo _____ a Juanita. (llamar)
2. Juan y Pedro _____ una carta. (recibir)
3. ¿_____ Ud. esa película? (ver)

CONTENT AREA: SPANISH FOR SPANISH SPEAKING I

I. GRAMMATICAL SKILLS

Objective:

Objective No. 12

Given an incomplete sentence and a verb cue consisting of any previously learned regular -ar, -er, or -ir verb, the student will complete the sentence with the correct form of the verb in the future tense.

Activities:

(See Objective 11)

Materials: (Specific Titles)

(See Objective 11)

Evaluation:

Sample Criteria Items:

1. Tú y yo _____ pan. (comprar)
2. Uds. _____ el periódico. (leer)
3. Ella _____ en San Juan. (vivir)

CONTENT AREA: SPANISH FOR SPANISH SPEAKING I

I. GRAMMATICAL SKILLS

Objective: Objective No. 13

Given a sentence with the verb in present tense, the student will rewrite the sentence using the expression ir a + infinitive to convey the future.

Activities:

(See Objective 1)

Materials: (Specific Titles)

Comencemos

Cuaderno

Evaluation:

Sample Criteria Items:

1. Carlos trabajo.
2. Tú haces un viaje.
3. Subimos al avión.

CONTENT AREA: SPANISH FOR SPANISH SPEAKING I

I. GRAMMATICAL SKILLS

Objective: Objective No. 14

Given an incomplete sentence and the cue "ser o estar," the student will complete the sentence with the correct form of the appropriate verb.

Activities:

(See Objective 1)

Materials: (Specific Titles)

(See Objective 13)

Evaluation:

Sample Criteria Items:

1. Paco no _____ bien hoy. ser, estar
2. Las blusas _____ rojas. ser, estar
3. Los libros _____ en la mesa. ser, estar
4. ¿De dónde _____ tú? ser, estar

Objective: Objective No. 15

Given a model sentence and a cue, the student will substitute the comparative form for the adjective underlined in the model sentence.

Activities:

(See Objective 1)

Materials: (Specific Titles)

(See Objective 13)

Evaluation:

Sample Criteria Items:

1. Carlos es alto. Cue: Paco
2. San Francisco es grande. Cue: San Pablo

CONTENT AREA: SPANISH FOR SPANISH SPEAKING I

I. GRAMMATICAL SKILLS

Objective: Objective No. 16

Given a model sentence and a cue, the student will substitute the superlative form for the adjective underlined in the model sentence.

Activities:

(See Objective 1)

Materials: (Specific Titles)

(See Objective 13)

Evaluation:

Sample Criteria Items:

1. Enrique es fuerte. Cue: el equipo
2. María es alta. Cue: la clase

Objective: Objective No. 17

Given an incomplete sentence and a demonstrative adjective cue, the student will complete the sentence with the correct form of the adjective.

Activities:

(See Objective 1)

Materials: (Specific Titles)

(See Objective 13)

Evaluation:

Sample Criteria Items:

1. _____ tienda es moderna. Cue: Este
2. _____ productos son importantes. Cue: Ese

CONTENT AREA: SPANISH FOR SPANISH SPEAKING I

I. GRAMMATICAL SKILLS

Objective: Objective No. 18

Given a written question, the student will write a negative answer with correct structure.

Activities:

(See Objective 1)

Materials: (Specific Titles)

(See Objective 13)

Evaluation:

Sample Criteria Items:

1. ¿Vives en Puerto Rico?
2. ¿Estamos en el cine?

Objective: Objective No. 19

Given a positive statement, the student will rewrite the sentence as a question using correct punctuation and word order.

Activities:

(See Objective 1)

Materials: (Specific Titles)

(See Objective 13)

Evaluation:

Sample Criteria Items:

1. María mira la televisión.
2. Carlos llama por teléfono.

CONTENT AREA: SPANISH FOR SPANISH SPEAKING I

I. GRAMMATICAL SKILLS

Objective:

Objective No. 20

Given an infinitive and a subject pronoun cue, the student will write the appropriate command form.

Activities:

(See Objective 1)

Materials: (Specific Titles)

(See Objective 13)

Evaluation:

Sample Criteria Items:

1. mirar Cue: (Ud.)
2. subir Cue: (Uds.)
3. leer Cue: (tú)

CONTENT AREA: SPANISH FOR SPANISH SPEAKING I

II. ORAL SKILLS

Objective: Objective No. 1

Given a short monologue of familiar material written in Spanish, the student will read it aloud with acceptable pronunication and intonation.

Activities:

(See Objective I, 1)

Materials: (Specific Titles)

(See Objective I, 1)

Evaluation:

Sample Criteria Items:

Por la mañana, Juanita abandona la cama con rapidez y se dirige al lavabo donde hace una buena limpieza de manos, cuello, cara, y orejas. Seguidamente se peina.

Objective: Objective No. 2

Given a dialogue based on materials previously studied, the student will read aloud a role of dialogue with acceptable pronunication and intonation.

Activities:

(See Objective I, 1)

Materials: (Specific Titles)

(See Objective I, 1

Evaluation:

Sample Criteria Items:

Tomás --- ¿Miras la televisión, María?

María --- No, no miro la televisión. ¿Y tú?

Tomás --- Tampoco. Estudio español.

María --- Yo también estudio.

CONTENT AREA: SPANISH FOR SPANISH SPEAKING I

II. ORAL SKILLS

Objective: Objective No. 3

Given an oral question in Spanish based on previously studied materials, the student will give an appropriate answer in Spanish with acceptable pronunciation, intonation, and structure.

Activities:

(See Objective I, 1)

Materials: (Specific Titles)

(See Objective I, 1)

Evaluation:

Sample Criteria Items:

1. ¿Qué tiempo hace hoy?
2. ¿Qué tienes que hacer?
3. ¿Cómo es la chica?

Objective: Objective No. 4

Given a pictorial cue of familiar material, the student will make at least 5 oral statements in Spanish using complete sentences.

Activities:

(See Objective I, 1)

Materials: (Specific Titles)

Comencemos

Evaluation:

Sample Criteria Items:

Example -- See pg. 23, Comencemos

CONTENT AREA: SPANISH FOR SPANISH SPEAKING I

II. ORAL SKILLS

Objective: Objective No. 5

The student will carry on a directed dialogue based on vocabulary previously studied.

Activities:

(See Objective I, 1)

Materials: (Specific Titles)

Comencemos

Evaluation:

Sample Criteria Items:

A. Pregúntele a María si mira la televisión.

B. María, contestele que sí.

CONTENT AREA: SPANISH FOR SPANISH SPEAKING I

III. WRITING SKILLS

Objective: Objective No. 1

The student will be able to write the letters of the Spanish alphabet as dictated by the teacher.

Activities:

1. Teacher presentation
2. Oral and written drills

Materials: (Specific Titles)

1. Teacher-made materials

Evaluation:

Sample Criteria Items: (Given orally)

1. Zeta (Z)
2. Che (ch)
3. Erre (rr)
4. I (i)

CONTENT AREA: SPANISH FOR SPANISH SPEAKING I

III. WRITING SKILLS

Objective: Objective No. 2

The student will be able to write words as dictated by the teacher using correct Spanish spelling.

Activities:

Spelling practice from Comencemos and drills from Lenguaje en Accion, #2

Teacher-made exercises

Materials: (Specific Titles)

Comencemos

Lenguaje en Accion, #2

Evaluation:

Sample Criteria Items:

1. Mi ___ecina dara el bi___eron. (b, o, u) (written exercise)
2. cine, siete, zapato (c, s, z,) (dictation)

CONTENT AREA: SPANISH FOR SPANISH SPEAKING I

III. WRITING SKILLS

Objective: Objective No. 3

The student will be able to divide into syllables words given by the teacher.

Activities:

Teacher presentation

Teacher-made drills based on materials from Comencemos and Lenguaje En Acción

Materials: (Specific Titles)

Teacher made drills from:

Lenguaje En Acción, #2

Comencemos

Evaluation:

Sample Criteria Items:

Cue: mañana ma-ña-na

Cue: importante im-por-tan-te

CONTENT AREA: SPANISH FOR SPANISH SPEAKING I

III. WRITING SKILLS

Objective: Objective No. 4

Given a written list of words, the student will be able to indicate the stressed syllable and place a written accent on words which require one.

Activities:

(See Objective III, 1)

Materials:

(See Objective III, 1)

Evaluation:

Sample Criteria Items:

Circle the vowel which is stressed. Add a written accent if one is required.

1. viaje
2. acabaron
3. pajaro
4. caracol

CONTENT AREA: SPANISH FOR SPANISH SPEAKING I

III. WRITING SKILLS

Objective:

Objective No. 5

Given a written paragraph without punctuation, the student will be able to punctuate the paragraph using the correct Spanish marks and capitalization.

Activities:

(See Objective III, 1)

Materials: (Specific Titles)

(See Objective III, 1)

Evaluation:

Sample Criteria Items:

Cue Paragraph:

es sábado adónde va maría ella y yo vamos al cine juárez vemos a carlos qué muchacho más guapo

CONTENT AREA: SPANISH FOR SPANISH SPEAKING I

III. WRITING SKILLS

Objective: Objective No. 6

Given written word cues, the student will write a sentence which is logically and structurally correct.

Activities:

1. Teacher explanation and presentation
2. Excercises from Comencemos

Materials: (Specific Titles)

Comencemos Cuaderno

Evaluation:

Sample Criterion Items:

Cue:

1. yo / hablar / telefono / muchacho
2. muchacha / bonito / mirar / television / sala / Tomás

CONTENT AREA: SPANISH FOR SPANISH SPEAKING I

III. WRITING SKILLS

Objective: Objective No. 7

Given a choice of familiar topics, the student will write a paragraph of at least 5 sentences with acceptable spelling and structure.

Activities

Written exerceses from Comencemos and Lenguaje En Acción, #2

Materials: (Specific Titles)

Comencemos

Lenguaje En Accion, #2

Evaluation:

Sample Criteria Items:

Cue: 1. En la escuela

Cue: 2. El cine

Cue: 3. La playa

CONTENT AREA: SPANISH FOR SPANISH SPEAKING I

III. WRITING SKILLS

Objective:

Objective No. 8

Given a list of previously studied words, the student will write an antonym for each word.

Activities:

Teacher-made exercises

Materials: (Sepcific Titles)

Comencemos

Lenguaje en Acción, #2

Evaluation:

Sample Criterion Items:

Cue:

1. bonito
2. alta
3. gordo

CONTENT AREA: SPANISH FOR SPANISH SPEAKING

III. WRITING SKILLS

Objective: Objective No. 9

Given a written cue word, the student will write at least 2 words belonging to the same word family.

Activities:

1. Exercises from Lenguaje en Acción, #2 and Cuaderno
2. Teacher-made drills

Materials: (Specific Titles)

Comencemos

Lenguaje En Acción, #2

Evaluation:

Sample Criteria Items:

Cue: 1. carro (carretera, etc.)

Cue: 2. zapato (zapatero, etc.)